

South Carolina Department of Juvenile Justice

A Review of Community Division Training

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Introduction

The SC Department of Juvenile Justice (DJJ) provides formal training to all new employees in each of the three regions. This training includes what DJJ calls “Basic Training” for community specialists (intake/probation officers). This training is a two-week course designed to give new community specialists an overview of the agency, a background in the field of probationary work as well as provide practical skills that can be applied on the job. There are other training requirements over the course of an employee’s first year to include Effective Case Management, a three-day course. I chose to focus on the Basic Training portion because that is the start of the training for a new employee. The curriculum for Basic Training comes from the “Desktop Guide to Good Juvenile Probation Practice” (National Center for Juvenile Justice, 2002) and is designed to provide 59.0 hours of training material (SCDJJ Office of Staff Development and Training handout).

The process of reviewing the training needs of community staff for this CPM project dovetailed with the overarching desire of the Deputy Director of the Community Division to look at what training is offered to new employees and to determine where other needs may lie. Over the course of 2013, certain changes have been made to the training curriculum independently from any results of this project. An example would be the addition of Community Policy training which has been taught in the last two Basic Trainings. In February of 2014 there will be the addition of the Documentation course as well. The effectiveness of training from the perspective of both the manager and the new employee would hopefully guide the agency in determining what, if any, changes may be needed. In addition to the formal training offered, on the job training plays a major role in the development of a new employee. The questions asked

hopefully will answer if new curriculum is needed in addition to what is already being offered and to gather feedback on the job training practices in the different county offices.

Data Collection and Analysis

A survey would be the best vehicle to determine what managers and new employees needed from training and to assess the current training being offered. A survey was designed for managers and one for new employees who have gone through Basic Training in the last year. The surveys asked the similar questions and were the same length. The difference was that the new employee was asked to rate the training from a personal perspective and the manager was asked to rate the training from the perspective of what they may need and want a new person to know (CD-CSIV Survey; CS I Survey). The manager survey (CD-CSIV Survey) was sent to 55 managers with 48 responding (87% response rate). There were 49 surveys (CS I Survey) sent to new employees with a response rate of almost 43% with 21 responding.

The CD-CSIV survey asked managers to rank the following courses in order of importance: The History of Juvenile Justice, the Probation Profession, Adolescence and Delinquency, Communication Skills, the Children's Code, Managing Resources and Time, Victim Services, Courtroom Presentations, Staff Safety Awareness and Nonviolent Crisis Intervention. The courses left out were as follows: Performance Based Standards, Defensive Driving, and The Parole Process. These were left out of the survey because the information is not controlled or created by the Department of Juvenile Justice. Also left out of the survey was the new course on Policy since it has only been offered twice in the last year. Graph I shows the ranking from the perspective of the manager. Graph II shows the ranking from the perspective of the new employee.

Comparing the two graphs show that to rank in importance a list of courses offered will not necessarily yield a clear front runner. However in looking at the ranking of the least important courses the last three courses are the same for each group. So, from the bottom up, managers and new employees agree that Non-Violent Crisis Intervention ranks number 9 in importance. The History of Juvenile Justice ranks number 8 in importance and Staff Safety Awareness ranks number 7. Number 1 for managers was Communication Skills and this fell to the number 3 place for new employees. Number 2 for managers was Adolescence and Delinquency while this held the number 1 slot for new employees. Number 2 for new employees was the course on Courtroom presentations and this held the number 4 place for managers. This can suggest that while managers and new people agree on which courses are least important an argument could be made for the most important courses to fall toward either the new employee or the manager. The reasoning for the ranking was not addressed in this survey but had it been a more thorough examination could be made into the reasoning behind the ranking. Also, a manager has presumably had more experience in the field to better judge which training courses are important while the new person doesn't have the same hands on experience. Everything for that new person is a learning experience.

The second question of the surveys examined the effectiveness of the courses taught as it relates to the job duties of a new employee (Table I and II). In looking at the responses the highest ranking Very Effective course was Courtroom Presentation from managers and new employees (70.21% and 80.95% respectively). This is perhaps because this is where the work of an employee is on display in a "public" forum for other people involved in the system to view; one of the most important being the Family Court Judge as well as the client and family.

Recommendations are discussed and debated in this setting and an employee is expected to be knowledgeable about the client, the family, community resources as well as juvenile law and DJJ. Communication Skills rated high for managers and new employees (60.42% and 76.19% of respondents respectively) in the Very Effective column. Again, the courtroom is arguably one of the most important places for good communication skills to come into play. Managing Resources and Time ranks third as Very Effective for managers while it ranks fifth for new employees. New Employees ranked Adolescence and Delinquency in third and the Children's Code as fourth in the Very Effective column.

Interestingly, in comparing these charts, new employees rank Adolescence and Delinquency as Very Effective (70% of respondents) while managers rank it at just 42.55%. This is perhaps because managers feel that Managing Resources and Time (ranked Very Effective by 56.25% of managers) is more important than Adolescence and Delinquency and the Children's Code. Again, the reasoning behind the ranking would offer insight into the answers given by respondents. In comparing these two charts, managers used the other columns of Somewhat Effective, Somewhat Ineffective and Not at all Effective more than the new employees with higher numbers finding several courses to be Not Effective at All to include the History of Juvenile Justice, the Probation Profession, Adolescence and Delinquency, the Children's Code and Staff Safety and Awareness.

The next question posed to managers and new employees asks how frequently the skills taught are required for use and asks new employees how often they use the skills taught (Tables III and IV). A comparison of these two tables show that there is an agreement between managers and new employees regarding the skills that require daily use. Those skills are Managing

Resources and Time and Communication Skills. Managing Resources and Time was ranked highest at 89.36% for managers and Communication Skills ranked highest for new employees at 90.48%. Managing Resources and Time ranked second for new employees at 76.19% and Communication Skills ranked second for managers at 87.23%. These are very close numbers and show that both of these skills are needed on a daily basis to be an effective manager as well as employee. While Managing Resources and Time was ranked second in the Daily use column it is worth pointing out that in Table IV, new employees ranked it as number 5 in Effectiveness. This perhaps suggests that while the new employee recognizes the importance of managing resources and time in a day-to-day work environment more could be done to further train and support the new employee in this area.

Adolescence and Delinquency and Probation Profession tied for new employees at 66.67% saying they needed these skills on a daily basis. These two courses came in third and fourth respectively for managers stating they expected these to be used on a daily basis. History of Juvenile Justice was ranked 9th for daily use by managers and 7th for new employees. Comparing the effectiveness of the Probation Profession course with the daily use of the material shows an almost 10% difference. New employees say they use it daily at 51.11% however ranked the course 6th in effectiveness at 41.67% and 43.75% of new employees ranked this as Somewhat Effective. This is perhaps due to a new employee ranking this course with daily use because they are in that profession rather than relating the question back to the course material.

It should be noted here that Courtroom Presentations while ranking high in importance and effectiveness ranks fairly low in daily use (17.02% for managers and 19.05% for new employees). This could be because court is not held on a daily basis for many of the judicial circuits and therefore would not be high in daily use. Here we see larger percentages in the

Weekly and Monthly columns. The frequency with which an employee performs a task does not equate to that task being more important than other tasks. The court room is a visible and public forum for the work of an employee.

Graph III ranks where a manager wants a new employee to get information and Graph IV shows how new employees ranked where they get information from. Managers and new employees were asked to rank sources of information from one to five, one being the most important source. The options given were Supervisors or County Directors, Regional Administrators (RA), Co-workers, Policy, Staff Development and Training, or Other. Both managers and new employees ranked Supervisors and County Directors as the number one source of information at 55.32% and 57.14% respectively. Looking across the Graphs the second most important source of information from a new employee perspective is the Co-worker at 42.86%. For managers the second most important source of information was Co-workers at 33.33%. However Policy ranked number one as a source of information for the second largest percentage at 37.5 and 28.57% respectively. So, while managers and new employees get information from co-workers, managers and new employees say that Policy is a more important source of information. This suggests that while managers and new employees may see value in agency policy we place more emphasis on information from co-workers.

As a second choice, Policy got 0% of new employee respondents. This suggests that a new employee will go to Policy last for information if the other choices aren't available. This should be concerning to managers since it is ranked the second most important source of information for the new employee from a management perspective according to this survey. Staff Development and Training, RAs and Other is less likely to have hands on experience and knowledge of day to day operations in a county office and therefore did not rank as high as first,

second and third choices. For example, the RA was ranked 5th for managers at 37.5% and 57.14% for new employees. This may be because there can be a natural tendency on a managers side to enforce a chain of command and a reluctance of a new employee to jump several layers of management to get information.

Next the survey asked an open ended question about what topics and skills managers and new employees would like to see taught through training (Tables V and VI). While there was no clear front runner for a topic there were consistencies in responses. Managers want more training on communication, confidentiality, professionalism, diversity and policy (Table V). New employees want to see training on drugs and alcohol, working with difficult people, documentation, life skills and policy (Table VI). And lastly the question was posed to managers and new employees a like to describe the on-the-job training that occurs in their offices (Tables VII and VIII). Every office has on the job training; some more formalized than others. Most manager respondents' emphasize "hands on" and "job shadowing" (Table VII) as do the responses from the new employees (Table VIII). This is a reflection of the previous statistics supporting that the Co-worker is the second most important source of information next only to the Supervisor or County Director and should be a major focus of training. Based on these statistics, co-workers are one of the major sources of information as is on the job training through job shadowing either with seasoned line staff or supervisors.

Summary and Recommendations

As previously mentioned, this project dovetailed with the Deputy Director's desire to look at training needs for the county offices and in fact some changes have already been made. From a management standpoint, as well as from a new employee standpoint, communication and

time management are important when given an option to choose from a list of offered courses. When asked to give an opinion on what training is needed the list is long but there are some standouts with those being more training on policy, documentation, and other specific skills. Based on this research the agency is headed in the right direction by adding documentation and policy curriculums to Basic Training. The agency should look at making these courses available to staff who have completed Basic Training as a refresher but also for management.

Management needs to have an understanding of what information is being taught and should be provided with the curriculum from Basic Training. Management also has a duty to continue the formalized training through on-the-job training. The policy of the agency is the same no matter what county office an employee is located and the managers stated policy as the second most important source of information. Managers should also make it a priority to ensure all “seasoned” staff is appropriately trained to conduct the on-the-job training required of them. One potential downside is the time required of a manager to develop and implement a training manual that can be evaluated in the future for effectiveness. However, managers do have access to a Local Procedure Guide.

This Guide is developed by the County Director and can be used to formalize the on-the-job training procedure. New employees can go through a simple check list of activities that they must demonstrate proficiencies in and this can be used at the evaluation stage from thereafter to ensure consistency. This Guide is currently approved by Regional Administrators and the RA can ensure that the county office is providing training that fits with agency training offered in the more formal setting through Staff Development and Training. This Guide should not be used to deviate from policy or the agency mission. Staff Development and Training should in turn be

aware of the on-the-job training being offered to new employees as a cross check that the agency goals are not lost in the day to day grind of a county office.

The survey method used was an easy effective tool. The response rate from managers was better than from new employees. Although several attempts were made to collect this particular data the response rate remained lower than that of the managers. The survey questions didn't focus on the reasoning behind the ranking system. A follow up question asking for justification for the answer may have given insight into the ranking of the courses. Training, formalized or on-the-job, should remain a priority for both managers and new employees and the agency should continue to evaluate the effectiveness and relevancy of the training offered. A Community Training Advisory Council has been established by DJJ. This council will be responsible for gathering input from employees, new and seasoned, on current training issues. A partnership with the Clemson Youth Learning Institute has been initiated by DJJ. Through this partnership the Training Advisory Council will be able to provide relevant training to all employees at a regional level which can allow for greater participation. Using the data collected the agency should use the expertise of the Clemson Learning Institute to assess the varied on-the-job training provided in county offices to determine a cohesive training approach for new employees with the focus on the co-workers that managers rely on to provide the majority of this training.

Bibliography

Survey Monkey, CD and CS IV Basic Training Review

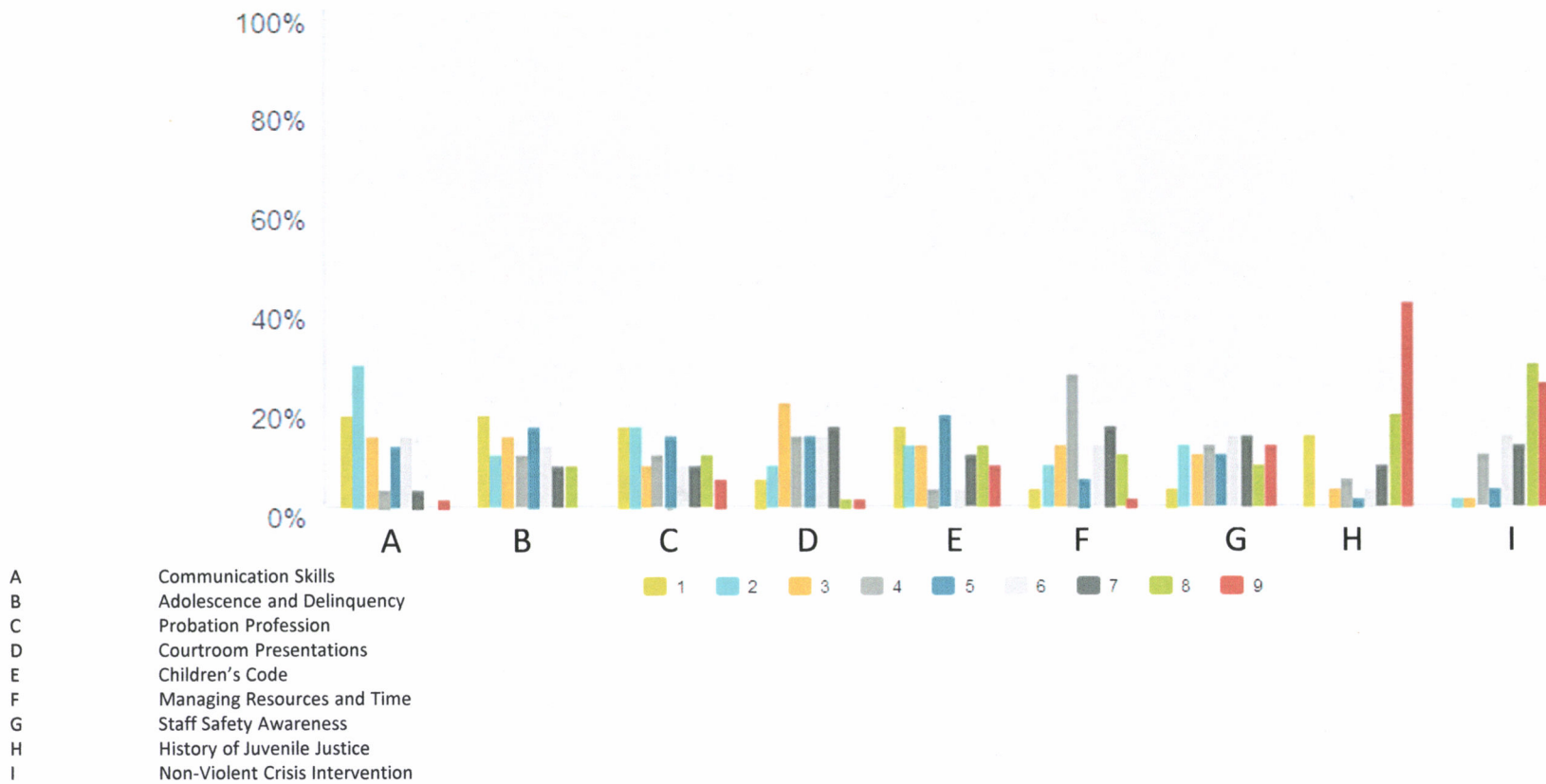
Survey Monkey, Basic Training Review for Community Specialists

Appendix

Graph I

(From the CD-CSIV Survey)

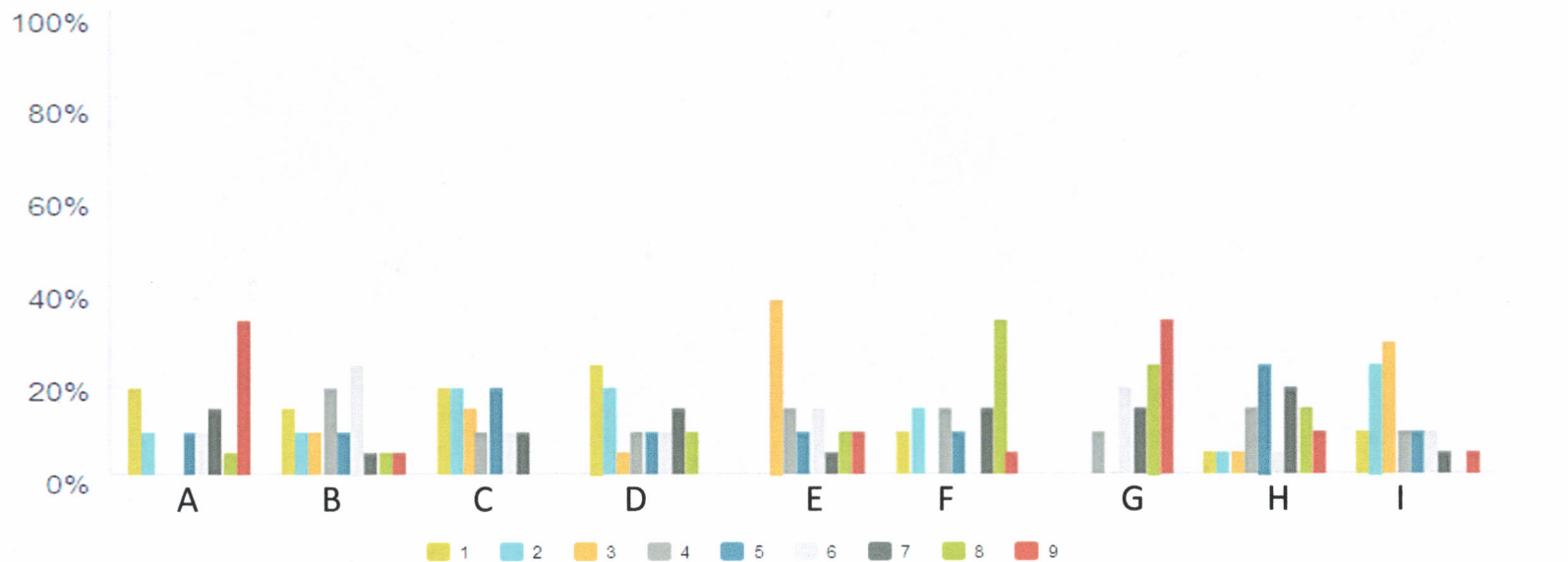
The following is a list of courses offered at the Community Basic Training. Please rank the courses offered in order of importance. One (1) being the most important and nine (9) being the least important.



Graph II

(New Employee Survey)

The following is a partial list of courses are offered during Community Basic Training. Please rank them in order of importance to you. One (1) being the most important and nine (9) being the least important.



- A Communication Skills
- B Adolescence and Delinquency
- C Probation Profession
- D Courtroom Presentations
- E Children's Code
- F Managing Resources and Time
- G Staff Safety Awareness
- H History of Juvenile Justice
- I Non-Violent Crisis Intervention

Table I

(CD-CSIV Survey)

Please rate the effectiveness of these courses as they relate to the job duties of a Community Specialist.

| | Very Effective | Somewhat Effective | Somewhat Ineffective | Not at all Effective | N/A |
|---------------------------------|----------------|--------------------|----------------------|----------------------|---------|
| History of Juvenile Justice | 2.08% 1 | 50% 24 | 22.92% 11 | 25% 12 | 0% 0 |
| Probation Profession | 41.67% 20 | 43.75% 21 | 12.50% 6 | 2.08% 1 | 0% 0 |
| Adolescence and Delinquency | 42.55% 20 | 48.94% 23 | 6.38% 3 | 2.13% 1 | 0% 0 |
| Communication Skills | 60.42% 29 | 33.33% 16 | 6.25% 3 | 0% 0 | 0% 0 |
| Managing Resources and Time | 56.25% 27 | 37.50% 18 | 6.25% 3 | 0% 0 | 0% 0 |
| Children's Code | 40.43% 19 | 46.81% 22 | 10.64% 5 | 2.13% 1 | 0% 0 |
| Non-Violent Crisis Intervention | 27.66% 13 | 51.06% 24 | 6.38% 3 | 14.89% 7 | 0% 0 |
| Staff Safety and Awareness | 52.08% 25 | 37.50% 18 | 4.17% 2 | 6.25% 3 | 0% 0 |
| Courtroom Presentation | 70.21% 33 | 23.40% 11 | 6.38% 3 | 0% 0 | 0% 0 |

Table II

(New Employee Survey)

Please rate the effectiveness of the courses offered in Community Basic Training as they relate to your job duties.

| | Very Effective | Somewhat Effective | Somewhat Ineffective | Not at all Effective | N/A |
|---------------------------------|----------------|--------------------|----------------------|----------------------|---------|
| History of Juvenile Justice | 33.33% 7 | 42.86% 9 | 14.29% 3 | 9.52% 2 | 0% 0 |
| Probation Profession | 52.38% 11 | 47.62% 10 | 0% 0 | 0% 0 | 0% 0 |
| Adolescence and Delinquency | 70% 14 | 25% 5 | 5% 1 | 0% 0 | 0% 0 |
| Communication Skills | 76.19% 16 | 19.05% 4 | 4.76% 1 | 0% 0 | 0% 0 |
| Managing Resources and Time | 61.90% 13 | 33.33% 7 | 4.76% 1 | 0% 0 | 0% 0 |
| Children's Code | 66.67% 14 | 33.33% 7 | 0% 0 | 0% 0 | 0% 0 |
| Non-Violent Crisis Intervention | 47.62% 10 | 33.33% 7 | 14.29% 3 | 4.76% 1 | 0% 0 |
| Staff Safety and Awareness | 57.14% 12 | 33.33% 7 | 9.52% 2 | 0% 0 | 0% 0 |
| Courtroom Presentations | 80.95% 17 | 19.05% 4 | 0% 0 | 0% 0 | 0% 0 |

Table III

(CD- CSIV Survey)

How frequently do you require your staff to use the skills taught in the following courses?

| | Daily | Weekly | Monthly | Almost Never | N/A |
|---------------------------------------|--------------|--------------|--------------|-----------------|------------|
| History of Juvenile Justice | 2.17% 1 | 0% 0 | 6.52% 3 | 84.78% 39 | 6.52% 3 |
| Probation Profession | 51.11% 23 | 13.33% 6 | 13.33% 6 | 13.33% 6 | 8.89% 4 |
| Adolescence and Delinquency | 61.70% 29 | 17.02% 8 | 17.02% 8 | 2.13% 1 | 2.13% 1 |
| Communication Skills | 87.23% 41 | 10.64% 5 | 2.13% 1 | 0% 0 | 0% 0 |
| Managing Resources and Time | 89.36% 42 | 8.51% 4 | 0% 0 | 2.13% 1 | 0% 0 |
| Children's Code | 23.91% 11 | 28.26% 13 | 28.26% 13 | 17.39% 8 | 2.17% 1 |
| Non-Violent Crisis Intervention | 14.89% 7 | 10.64% 5 | 10.64% 5 | 57.45% 27 | 6.38% 3 |
| Staff Safety Awareness | 44.68% 21 | 14.89% 7 | 23.40% 11 | 17.02% 8 | 0% 0 |
| Court Room Presentations | 17.02% 8 | 46.81% 22 | 34.04% 16 | 2.13% 1 | 0% 0 |

Table IV

(New Employee Survey)

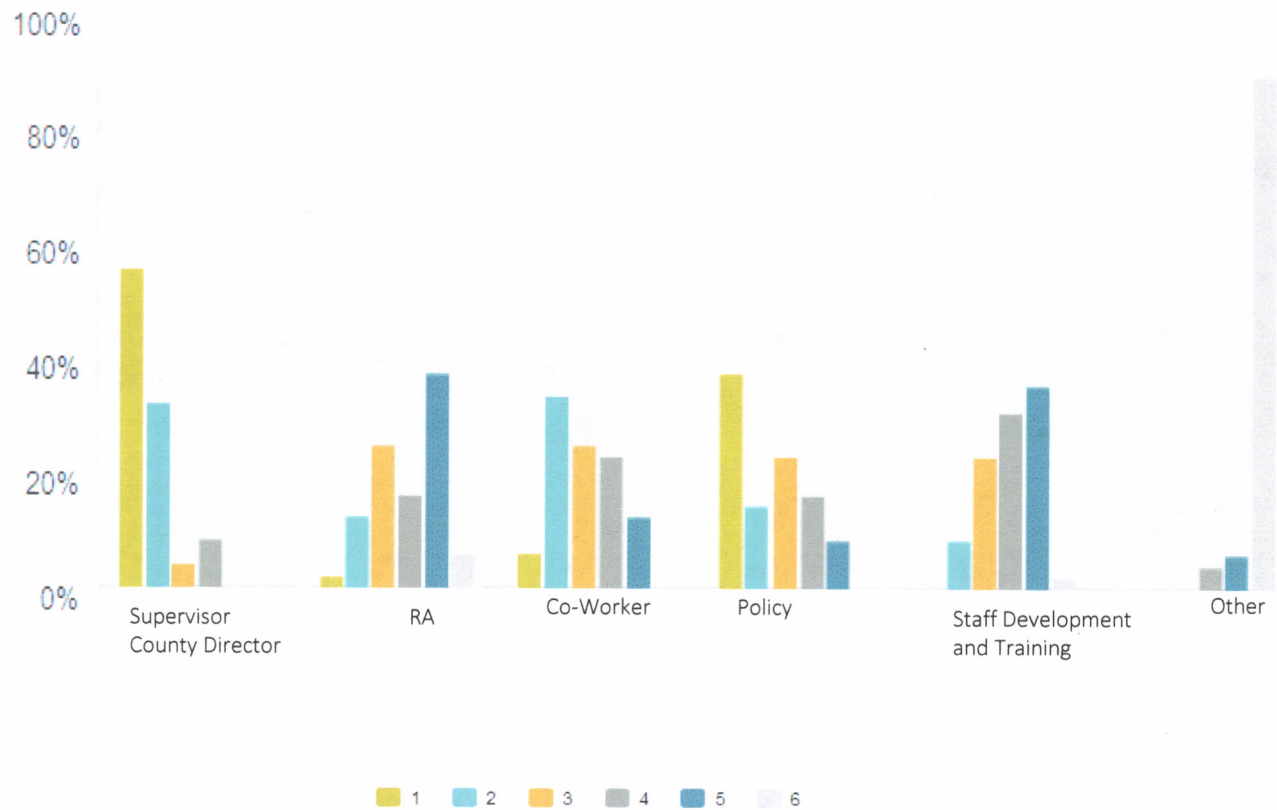
How frequently do you use the skills taught in these courses?

| | Daily | Weekly | Monthly | Almost Never | N/A |
|---------------------------------------|--------------|-------------|-------------|-----------------|------------|
| History of Juvenile Justice | 25% 5 | 5% 1 | 10% 2 | 55.00% 11 | 5% 1 |
| Probation Profession | 66.67% 14 | 23.81% 5 | 0% 0 | 9.52% 2 | 0% 0 |
| Adolescence and Delinquency | 66.67% 14 | 23.81% 5 | 9.52% 2 | 0% 0 | 0% 0 |
| Communication Skills | 90.48% 19 | 9.52% 2 | 0% 0 | 0% 0 | 0% 0 |
| Managing Resources and Time | 76.19% 16 | 23.81% 5 | 0% 0 | 0% 0 | 0% 0 |
| Children's Code | 35% 7 | 30% 6 | 25% 5 | 10% 2 | 0% 0 |
| Non-Violent Crisis Intervention | 23.81% 5 | 0% 0 | 19.05% 4 | 47.62% 10 | 9.52% 2 |
| Staff Safety Awareness | 57.14% 12 | 9.52% 2 | 14.29% 3 | 19.05% 4 | 0% 0 |
| Court Room Presentations | 19.05% 4 | 42.86% 9 | 38.10% 8 | 0% 0 | 0% 0 |

Graph III

(CD- CSIV Survey)

Our Community Specialists get information from a number of Sources. Please rank the following in order of importance.



Graph IV

(New Employee Survey)

Our new Community Specialists get information from a number of sources. Please rank the following list in numerical order with one being the most important source.



Table V

CD-CSIV Survey

List the skills or topics you would like to see offered through training.

Parole revocation hearings

Drug/alcohol addiction

Legal issues relevant to juvenile justice

More policy.

Policy Training specific to your job.

Professionalism. Getting along with difficult people. Time management, TCM, JJMS, Email etiquette.

Professional writing.

I would like to see new and old employees received more detail Medicaid training.

More JJMS training and more on-line training.

Mock cases- including completing the necessary paperwork

Diversity training and awareness. Advanced JJMS training Documentation and writing skills.

verbal De-escalation, active listening

Navagating computer systems Critical thinking

NA

verbal "type" Judo. How to deescalate a situation with words that is more pertinent to our job. We are not JCO's..A tour of the institutions (it was not offered at all basic trainings), feel they learned a lot about probation, but not intake (what's the purpose of the forms and what do they mean, how to ask open ended questions, how to get more out of an intake, how our body language and tone of voice affects our clients, how to deal with difficult people, ect), offer ecm in the 2nd week of basic. Let the 1st week be the nuts and bolts..2nd ECM...

I think that training does a good job of covering the skills needed, especially with the case management training that follows basic training.

A training on confidentiality... Who can receive information and what information is never allowed to be given out.

communication, writing of reports,diversity training

Professionalism and Grooming

Importance of Documentation Communication and attention to DJJ's mission

I would like to see new employees go to a Family Court session

Table V

CD-CSIV Survey

List the skills or topics you would like to see offered through training.
Interstate Compact

Understanding the role as a Supervisor/Manager

generational trends self awareness human relations

More MTCM

JJMS training; How to effectively deal with uncooperative clients/parents; Medicaid/How to write notes/CMP's that are billable.

Importance of relationship building, via other agencies, learning how to communicate effectively with others, appropriate dress attire and business attire/professionalism.How to appropriately staff cases.

Diversity awareness, Special Needs training, Crisis intervention and how to handle emotional individuals.

More Medicaid and legal training. More ICJ training, importance of victims and how to work with them. More training on placements and the differences between probation placement matrix and indeterminate commitment guidelines and parole.

Issues that I have heard----- Stress Reduction/Management More TCM training (this is my opinion)

N/A

I believe that more time needs to be spent on the individual aspects of each area other than just at ECM training. For example, only a half day is devoted to going over the actual paperwork involved with intake. No one really takes the time to go over each form and explain them to the new workers or go through the CAE in depth and explain it to the new workers. I feel that this is more beneficial than some of the other things that are focused on.

Table VI

New Employee Survey

List other skills or topics you would like to see offered through training.
I would like to see more focus on recommendations and how we can utilize outside services to keep the BARJ system going with the kids in the community.

Training that focuses on drugs & alcohol.

A more realistic approach about the population in which we deal with and really how to deal with difficult people.

Thorough training on DJJ policy

1. More practical/realistic "Non-violent Crisis Intervention." 2. If/How our policies correlate to State laws and Children's Code.

Computer skills

Communication, case management and counseling skills are the primary aspects of my job, therefore, I can not think of any other skills or topics at this time.

I feel that a documentation/effective note taking section would be helpful during basic training and going through scenarios to determine the most important information to document in activity notes.

Life Skills and problem solving skills for the children we serve. Taking the juveniles on educational trips that will increase there knowledge of things they can do and apply for.

More training on the importance of policy.

Mandated reporting of abuse/neglect, gang training, drug and alcohol training, dealing with difficult parents and families, leadership skills for supervisors, annual county office training to address communication, team work, the toxicity of gossip/other problems that are prevalent in that county.

Table VII

CD-CSIV Survey

Describe the On the Job Training offered in your office.

Job Shadowing Review of policy & office procedures

JJMS, Detention Screening

Office procedures Case Management Procedures JJMS Detention Screening Procedures

The on the Job training in our office is very effective because its more hands on and once the individual go to basic it will all come together and make sense. In my opinion hands on is the best training.

Any on the job training is a follow up to policy and staff development and training.

Orientation of practices specific to county office.

New employees work closely with their supervisor for the first few weeks until they get the hang of the job. Then their files are audited periodically to ensure they are doing the job correctly.

In our office we have developed an OJT that every new employee attends. We teach what policy requires us to do and then provides them with hands on practice, such as entering a referral printing the form 5 and then going over the form 5 to see if there were any errors. Everyone is trained on how to handle the front office all the way to seeing a client for a probation appt. We provide this instruction for each level of supervision while allowing them to observe other aspects of their job such as Court, school visits and home visits.

Professional writing assignments and reading assignments to improve overall writing skills in the office.

My office offers continued case management training and updated Medicaid training as we received the new updates.

One -on - One training on policies and shadowing of other employees.

Office Safety Grief and loss JJMS Effective Case Management

how to conduct appointments in the office, court room pres. how to write CMP's and how to write case notes.

Office orientation checklist Policy review checklist/signature page Shadowing co-worker(s) Monthly staff meetings Regular (1/4) Supervision Meetings/Trainings

Interview skills court presentations making home visits conducting office visits conducting school visits

In our office we have sit our with our new folks, explain policy, how to do the job, give them cheat sheet guides and then have them shadow a supervisor/PO for a few weeks. Then slowly allow them to conduct the appointments. We believe they learn more by hands on than in a classroom. It is good to have classroom knowledge for example medicaid.. But medicaid is more understandable after you have been on the job for a few months. So it is my opinion that Basic should be offered after the person(s) have been on the job 3-4- months. That way they will know what questions to ask if something doesn't make sense.

In office we train new staff on the intake process and on probation case management. We train staff on court presentations. We train staff on documentation, JJMS, and various other procedures.

Table VII

CD-CSIV Survey

Describe the On the Job Training offered in your office.

On the job training encompasses time reading and discussing policy, developing case management skills, an introduction to local resources, and local office procedures. New hires are also allowed to shadow more seasoned community specialist.

How to conduct home and school visits

Very little. Only myself and the county director in the office at this time.

Intake procedures

CD and Supervisor conduct on the job training to each new employee that comes into the office. The on the job training includes covering policy and procedures, supervisor will conduct home/school/placement visits and have the community specialist to accompany to ensure that they are taught the correct way. All staff members observe the intake process and after getting a good understanding of the process and feel comfortable they will then be allowed to conduct intakes. Lots of observing. Each monthly staff meeting there is an on the job training conducted. It could be reviewing a policy or new form.

Co-Workers and supervisors lend the "meat" of what and how to do the actual front line work. Guidance by director provides atmosphere and expectations. On the job training never ends for any one due to policy changes and every situation being different with employees, cases and county politics

The supervisor explains the Intake/Probation process. The employee observes the process. Once the employee presents continuing improvement by working with a co-worker or supervisor, they are given a caseload.

Greenville County actually has its own training curriculum presented to new hires.

The On the Job Training that's offered in my office includes trainings such as shadowing Co-Workers, Observing Court, Policy Training, and JJMS Training to name a few.

Shadowing anticipation in an in-house orientation

community awareness conducting safe home visits policy review office safety

We train the new employees by having them shadow our seasoned employees. Once they are comfortable taking on some cases they are closely monitored by the Director in their meetings and their files are closely audited for accuracy. I have an open door policy for my employees to come to me anytime they have questions or need assistance.

Detention Screening, Job Description and Cross Training.

-JJMS training by Administrative Specialist/County Director -Intake shadowing with Intake Officer - Probation Shadowing with PO's

Safety Awareness GPS/Electronic Monitoring Effective Case Management Communication Skills

Table VII

CD-CSIV Survey

Describe the On the Job Training offered in your office.

Training notebook with examples of required paperwork and step by step instructions on how to do everyday activities. OTJ training by supervisors and co-workers, such as homevisits, school visits, and visits to placements. New Employees shadow seasoned co-workers.

Our new employees receive a comprehensive overview of all divisions of the office. They also shadow the area in which they will be working. New employees are provided close assistance when they begin to manage cases mainly from the supervisor and also assisted by co-workers.

Standard Office procedure, court room etiquette, policy and procedure, job specific training (case management practices), detention screening and ECC training,

The new workers work closely with their supervisors and are not assigned a case load until it is determined by the county director that they are able to handle a case load. The cases are also assigned slowly. The new workers sit in on several intakes/probation appointments with experienced staff to observe how to properly conduct an intake/probation appointment. Each new worker sits down after that appointment and every aspect of what was done is explained to them. Staffings are held weekly with the entire office and at the beginning of the month for each department. There is constant in office training that goes on throughout.

Table VIII

Describe the On the Job Training offered in your county.

You really do not learn your job until you have a case load, because you have to do the job and you take the cases case by case and learn as you go how to do the job.

Shadowing others in intake/probation/ISO.

Being placed with a seasoned veteran and go out into the community and being able to shadow.

I have learned the jobs of intake and probation officer in my county via hands on. Outside of learning these jobs through working cases from beginning to end, there are no other On the Job Trainings.

My on the job training is very effective, my County Director is very informative, and helpful.

On the job training is all based on the individual worker's ability to seek answers to questions or situations he/she is not familiar with. I was explained the majority of my duties through my supervisor. As situations/scenarios took happened, I asked questions on what I did not know and asked for feedback on the things I said and actions that were taken. I also took the opportunity to ask other Probation Officers, ISOs, Intake Officers, Psychologist, County Director, and Administrators on who things operated and any other questions that I was not sure of. Things that I was completely unaware of were addressed as they came. I believe that on the job training is only as good as what the trainee puts effort into learning and observing.

How to read petitions, enter petitions and charges into the JJMS.

Observation from other experienced Intake officers/supervisor, and learning policies were the primary training styles utilized. After observation was used, then hands on training while my supervisor observed and directed was utilized. After the supervisor was secure in the new employees skills and understanding of how to perform, they offered feedback, corrective criticism and assistance as needed until they performed at standard.

My On the Job Training in my county office has been mostly observation at first, by watching the ISO's and County Director manage cases has been helpful. So, I would model from them what I deemed effective and added my own skill, style, and knowledge of the job.

There is a lot of shadowing, hands on things (such as putting things into JJMS), a lot of asking questions and just watching and observing.
The On the Job Training was very effective.

It's very hands on, COD is very supportive.

I watched my supervisor handle cases from beginning to end, then he supervised me from beginning to end, then I handled cases on my own and had him review my work at each stage, now I do it on my own and he audits my file before it goes to Probation. Other circumstances that happen infrequently like scheduling transports, securing alternative placement, writing a parole board report we handle together as they come. Also, we can always ask co-workers for advice and help.